

Lived Experiences of Instructors in College of Business and Management: A Non- Teacher by Profession

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Abstract— *The forerunners and the backbone of the academe are the ones who understand his/ her own passion in the teaching practice. The instructors who did the dirty jobs in the classrooms and who fosters the modest means of living, live-up to the dynamism of the educational system, honing his/ her own skills by teaching and learning- the non-teachers by profession; but, by accident become a teacher in the classroom of entrepreneurs and hoteliers in the College of Business and Management of Surigao del Sur State University. The phenomenological study is used to examine the preparedness of the teachers in the teaching job, identify the teaching strategies commonly used to teach the course and point out the current burden encountered in terms of work, students, colleagues and superior. This paper analyzes the common themes and implications of the lived experiences of the instructors. It highlights the following themes: varying level of preparedness, the simulation and demonstration, lecture and discussion and reporting method are commonly used as classroom strategies. The challenges and burden encountered by the instructors: teaching profession is full of challenges, in work, kind of students, individual difference and background of the colleagues and autocratic and traditional leadership style of superiors. The results entail future endeavors for seminars on teaching strategies, and seminars on coping with stress in the workplace, as such, develop healthy life style and ensure efficient and effective instructors in the College of Business and Management.*

Keywords— *lived experience, instructors, non-teachers, teaching strategies, challenges.*

I. INTRODUCTION

The forerunners and the backbone of the academe are the ones who understand his/ her own passion in the teaching practice. The instructors who did the dirty jobs in the classrooms and who fosters the modest means of living, live-up to the dynamism of the educational system, honing his/ her own skills by teaching and learning- the non-teachers

by profession; but, by accident become a teacher in the classroom of entrepreneurs and hoteliers in the College of Business and Management of Surigao del Sur State University. This study examines the following: preparedness of the instructors in the teaching job, identify the teaching strategies commonly used to teach the course and point out the current burden encountered in terms of work, students, colleagues and superior. This paper analyzes the common themes and implications of the lived experiences of the instructors.

Acquiring a pool of well qualified faculty members in the academe is a continuing challenge among many policy makers around the globe and retaining highly effective teachers will be one of the greatest challenge. Over recent years the teaching profession has witnessed a significant increase in number of individuals switching careers to become teachers (McKenzie et,al 2011, Australian Education Union, 2008) as cited (Varadharajan, 2014). A graduate who was not a teacher candidate in College, never took methods and pedagogy classes, who never completed a day of supervised field experience or invested a day in student teaching (Wallace, 2013). However, endeavored to be one, doing a task perpetually since being a teacher to forty students in a class is never a joke.

In several studies in the past, attempted to understand, interpret, and reflect to the reasoning and initiatives of teacher in their quest for quality education. Many studies on classroom strategies, effectiveness of approaches used and use of media technology have been widespread; however, attempting to understand the lived experiences of the educators who have not plan to become a teacher but landed in the teaching job, has been interesting. The hurdle and challenges along the way, in the profession of a teacher in the classroom, wherein, one could meet several tests in so many ways in teaching the subject matter, dealing with students, peers and superior. The tasks of a teacher is never easy, it entails patients and hard work. The challenge of an instructor lies in satisfying the job and accomplishing other tasks

mandated as a function of a college instructor. In many state Universities of the country, the job of an instructor is called fourfold functions, which specifies not only instruction but also research, extension and production; these never easy and yet many have chosen to part of the academe. Instructors' tasks are not made any easier by being required to achieve the same goals for every student despite being faced with a diverse student population with different learning needs and abilities, (Varadharajan, 2014). The passion of every instructor is equally important to achieve the same goal despite these differences of our students' abilities in the classroom.

This paper tries to determine the capabilities of the teachers in the College of Business and Management. This study is deemed important to know instructors' readiness in the teaching profession despite of the different field endeavored during their academic preparation in the undergraduate. They could be non-teachers by degree, however, shifted the interest to the teaching job, this could be by accident, nor has run short of option but to teach. The mind setting of every instructor to be effective inside the class is so significant in order to succeed, thus, the performance of every instructor should be monitored in accordance to the quality output or performance of every student in his/her class.

On the other hand, this study guides the Vice President for Academic Affairs, Deans and Programs chairs to commend possible training to address needs in terms of academic challenges in the classrooms. This could be a basis for policy formulation for improvement and for achieving quality education among State Universities in the Country. As supported by the study of Exby (2014) the results of the proposed study inform constituencies involved with educational program and policy development and reform such as school and college administrators, legislative policymakers, state government officials, and program coordinators who provide critical direction and decisions for concurrent enrollment program operation.

II. METHODOLOGY

The phenomenological approach is used to gather the data needed in this study. A phenomenological approach is qualitative research which occurs in a natural setting (Creswell, 2009) and at the same time focuses on the participants' experiences, problems, or encounters; and has a design that emerges as the study is conducted (Creswell, 2009, added) as cited by Strother (2013). Foundational to a phenomenological approach is the assumption that human experience is mediated through personal interpretation (Cunningham, 2015). As a researcher, it is my innermost

desire to understand this phenomenon in the College where most of them are not teachers by academic preparation; however, landed the job of a teacher. My own experiences, assumptions, and thoughts throughout this process is very significant order to have an authentic understanding of the participants' experiences teaching.

2.1. Research Design

This study aims to inquire the lived experiences of the instructors of the College of Business and Management, this inquiry is directed to assess or determine examining the preparedness of the sudden career change among them, it is through this way that we get into their lived experiences as instructors who endeavored into changing career path by understanding themselves as they make the transition to teaching. I explore the ways in which they live their lives in schools instead of spending lives in the banks as bank tellers or cashiers, or front desk officer or a hoteliers. Thus, this study seeks to understand individuals' 'life worlds' after they have changed professions to become teachers. In other words, my aim in this research is to understand what it means to be a second career practitioner, having entered the profession with previous work and life experiences, bringing it into the life of a College instructor.

2.2. Sources of Data

There are 8 Faculty members who participated in this study. They are all instructors teaching the subjects in Bachelor of Science in Business Administration and Bachelor of Science in Hotel and Restaurant Management of the College. The interview was conducted to the eight respondents. During the interview it is but, necessary to assure them of the confidentiality quoted by Strother (2013) (Bogdan and Biklen (2007). The teacher- participants were briefly inform of the purpose of the study and it was made known to them that the necessary gathered data will be treated with utmost confidentiality. I prepared semi-structured questionnaire, the flow started with the broader question down to a more specific detail of the phenomenon. Additional questions, were taken from the responses made by the participant in order to draw more realistic answers based on their experience. As a researcher, I tried to make the interview more friendly and homey so that the participants could be more comfortable in answering the interview.

At the beginning of each interview, I explained the confidentiality agreement included in the study for each participant and reaffirmed that his or her interview would be kept confidential and omitted and destroyed if said participant chose to withdraw in participating. These statements were made to each interviewee in order to make

each one feel comfortable to share his or her experiences freely and factually.

I asked them if it would be, alright to record our conversation at the same time record it in my field notes. The very purpose of the paper, was to document or capture the significant non-verbal cues made by each participants. According to Bodgan and Biklen (2007), field notes provide a “written account of what the researcher hears, sees, experiences and thinks in the course of collecting and reflecting on the data in a qualitative study” (p. 118-119). I began each interview by establishing rapport. This entailed having each participant tell me a bit about themselves and their educational career. This helped to curb any nervousness on the part of the participant or myself, and also set the tone for the rest of the interview.

2.3. Data Analysis Procedure

In Analyzing qualitative data, is especially important that it involves organizing the data. The following steps were undertaken; step 1- Transcribing, step-2, translating, step-3, Analyzing the corpus, in this step, I group the data based on categories and sub categories by coding them. They group according to common themes (Ceswell, 2007) involves categorizing data into subcategories, coding the subcategories based on common themes, and searching for commonalities. Hence, in so doing, the data analysis process allows me to analyze, evaluate, and synthesize data in a manageable and meaningful way. The fundamental in the analysis process is having some examinations on the significant statements, commonalities of their experiences and problems met. Polkinghorne (1989), stressed that it is important to specify the detail how the researcher transitions from his or her data collecting to representing the data in descriptions of the experiences. In so doing, I was having several interview with the participants to clarify issues pointed during the first and second encounter. Thus, I need to engage into repetitive and deep reflection with the data so that I will be able to unveil the realistic result of this analysis. As, I have reiterated, aside from voice recording, I also used my field note to capture non-verbal cues made by the participants which revealed their real emotions at the moment of speaking. Strother (2013) called it rich and thick descriptions cited (Geertz, 1973) of behaviors, actions, phrases, or other important data. The data, on the other hand, have been verified through data triangulation. The prolonged field exposure such as validating data with the research participants, is one way of ensuring the credibility and truthfulness of the gathered data. In this respect, I made several follow-ups in the next few days right after the first and the second interview with them.

Ethical Considerations

Before I was able to conduct this study my co-researcher and I, seek permission from our Vice President for Academic affairs. The letter of intent was signed and approved. We also sent personal letter to each participant asking their consent and willingness to take part in this endeavor. Out of , 13 faculty members who are non-education graduates in our College, only 8 of them responded and have shown their willingness to participate. All of the participants were informed that involvement in this study was strictly voluntary, and if at any time, they could withdraw. I, also used codes for each Instructor-participant to assure their anonymity in any raw data to ensure confidentiality of all participants. Participants were informed, before and during the interview, that questions could be skipped if the participants did not want to respond to it. Participants are also informed of the result, after the analysis and interpretation done for confirmation of the authenticity of the data gathered.

III. RESULTS AND DISCUSSION

The instructor's necessary preparations for the teaching profession being not Education graduates:

1. Varying level of preparation

1.1. They researched from internet [self study) and through the helped of some colleagues ... “constant learning by reading and browsing the internet”, instructor 002-F2 said. Others took licensure examination for teachers after earning the units, and got a license in teaching. Instructor 002-F2 added, “my quest to learn more before embracing the world of teaching, made me more persuasive to gain knowledge in teaching, how to be effective in delivering lessons. My inquisitive attitude helped me to learn more, because I used to observe and asks advised from my peers. Aside from formal training like taking education units for methods and techniques.” This was also, supported by instructor 008-F8, upon saying that “ my reading to books, articles relating to teaching helped me prepare to this teaching career”.

1.1 Some enrolled further studies such as taking education units which includes methods and teaching techniques, Masters Degree in Business administration (MBA) and continually pursuing Doctorate Degree in Business.

“ I am in the teaching profession for 13 years now, and I remember I was grouping in the dark while I was in the first few months of my job, with that I finally decided to enroll education units in the nearby University to equip myself with the necessary teaching

methods and techniques, after getting the units, I was also decided to teach for the rest of my life...that is why, I took the licensure examination and with God's grace I passed the PRC exam. This is probably, they called "meant to be" [smiled]. Instructor 007-F7, added" I had been in the teaching profession for quite some time, my experiences also made me more courageous to pursue further studies, in the graduate and the post graduate programs.

Most of these instructors are enrolled to Masters and Doctorate programs around the country, although they are not education graduates, however, with the desire to cope with demand of their current job as "instructors" "teachers" as we call them, they pursue master's degree and doctorate degree, others, enrolled education units in order to match with what needed from them. Wallace (2014) experienced teachers was synthesized as "teach each child." Expert teachers were characterized as one committed to excellence, well grounded in family and spiritual values, and passionate about what they did. The instructors, volition to pursue additional degree to equip themselves with the current need of their job is a positive outlook of how committed and passionate they are to excellence.

1.2 Through observation and benchmarking from friends, family members and colleagues who are teachers.

The ability to learn is dependent to the individual choice and priorities, just like our teacher-participants, they also observe and benchmark from friends, families and colleagues. According to 001-F1, "there is nothing wrong, if we don't know and we ask from those who know." Instructor 004-F4, added, "we are a family of teachers, my mom and aunties, as they say it runs in the blood,"[smiled] that is why it is but comfortable to love teaching as early as now. Three years, is not that long to totally decide that I will be a teacher. Teaching, is now fun because every day, I will be learning with my students too. If I don't know, I ask my friends and colleagues...they are not hesitant to help me because I am easily learning things too, Instructor 008-F8 said. There is much helped from them if you are humble enough to say that you really don't know, he added".

Through the initiatives of these instructors, even if they are not teachers, they have made necessary preparation for them to be called effective teacher/instructors in the field of teaching. Things can be easily learned if we put it in our hearts, if it is with too

much passion and eagerness to partake. Instructor 005-F5, added.

Generally, our instructors in the College learn teaching by observation, by benchmarking from friends, family members and colleagues.

1.4. The Common teaching strategies used in the classroom in teaching the students of Business and Management and Hotel and Restaurant and Management.

Table.1: Summary of Teaching Strategies Commonly Used

Teaching Strategies	
1.	Reporting
2.	Discussion and Lecture Method
3.	Role Playing/ Drama
4.	Class demonstration/ return demo
5.	Simulation
6.	Business Meeting
7.	News Casting/ Advertising
8.	Exploration
9.	Collaborative
10.	Reflection

The above table shows the summary of the teaching strategies that our participants are using in their classroom while they are teaching. The first two strategies specify as to the most commonly used. It is the most common among all methods mentioned as evidenced, it was repeatedly mentioned from among them. All of them said, reporting are often used in their class at the same time lecture discussion methods. Instructor 002-F2, added that aside from the most common, he also used role playing, simulation and return demo activities in his class and this was also supported by Instructors 001-F1, 003-F3, 004-F4, 007-F7 and 005-F5. Others also added, the use of business meeting, news casting and advertising, exploration, collaboration and reflection methods.

2 Current burdens/problems encountered with the work, students, colleagues and superior.

Our efficiency and effectiveness in the work place are also hindered by so many factors. Sometimes, it is hampered by the kind of work, the kind of people around you and the kind of superiors which surrounded you. In this analysis, the participants asked on the burdens they have encountered as an instructor. It started with their work as a teacher. They cited classroom shortage and oversize classes,

overlapping activities, lack of faculty development plan and so many additional tasks added to classroom instruction.

2.1 Work/teaching

2.1.1 Classroom shortage and oversize classes

Instructor 008-F8 said “ my current burden in teaching is the shortage of classroom of which I believed, is not conducive for learning, having been assigned in that wide gymnasium with so many instructors who conducted with their classes too, became a burden to me”. Instructor 004-F4, added “ oversize classes is also a burden to me, because it is not easy to deal with learners in a one shot classroom with 50 students and most especially to me who handled major subjects with maximum numbers. I think, I cannot equate quality to the quantity of students per class having each one given a simulation activity for our major courses”.

2.1.2 Overlapping activities

Instructor 006-F6 said“ It became a burden to me, because the University has so many activities, to the point that it hinders the conduct of classes, thereby, depriving the students of their right to learn.” The lack of planning of activities for the whole year can be attributed to low performance in our respective work or jobs. The common problem which added to this burdened to the faculty is the so many additional tasks entrusted to us, other than our main function which is teaching.

2.2 Students

2.2.1 Students level of learning ability

Most of our students in the University are coming from the different walks of life and they are the product of our public schools and multi-grades schools and a few from private schools around the province. Raj Upadhyay (2005) pointed that research has shown that many urban schools and curricula value middle and upper class knowledge and culture that students from lower socioeconomic and immigrant classes do not possess .Thus, it implies, that the previous academic background of our students nowadays can be also attributed poor academic background which eventually became a burden among our instructors. It cannot be denied, that in our classrooms oftentimes we encountered these difficulties of our students: difficulties in speaking English, lack of comprehension, unprepared students for tertiary education, inferior computational skills/ability.

The lack of language facility is a common problem encountered by the faculty among their students, they said; that their students could hardly express their ideas using the English language at the same time, they need to code switch to the first language in order for the

students to understand. In other words, they found that students have comprehension difficulty aside from expressing their ideas in English Language. With this, reality among their students instructor 004-F4, said” it seemed that many of our students are not prepared for tertiary education.” According to Hickey (2012) Language has power – power that draws its strength from the connections it can make and power that is diminished by the opportunities that may be lost in its shared absence. Language allows us to connect. Language gives the freedom of voice. Language can serve as the bridge over a wall. If students cannot communicate their ideas , therefore, this can be a great challenge for the instructor who will soon produce future bankers and hoteliers.

2.2.2 Students Interest

Students’ interest in going to school is also attributed to their willingness to attend classes regularly and religious attendance to class lectures; however, the opposite like absenteeism, laziness in studying their lessons which resulted to failing grades, which is also a burden to instructors seeing the same students in our classes. Scientific terms were used as metaphors. Creech (2014) cited some metaphors in her analysis as it is the juxtaposition of this scientific metaphorical depiction, ostensibly at odds in a study of literacy instruction, intends to reveal the complexity of teacher experiences and the totality of external circumstances as well as internal conditions they encountered. Thus, the experience of our instructors in the college, it intend to reveal the complexities of their job, handling these kinds of learners in their respective classrooms who seemed passive and fewer have shown interests to their studies. Educators faced with a decline in student achievement and increases in dropout rates are seeking ways to provide the best possible educational environment for students, according to (Oxley, 2005)as quoted by (Lawrence, 2009).

2.2.3 Unavailability of textbooks/reference books

In most State Universities, the scarcity of textbooks and other reference materials become a common problem. As instructor 004-F4 pointed “ we lack textbooks and reference materials, especially for major subjects. As a result, we ended surfing to the internet, but the other problem related to internet is that internet connectivity in our area is very poor”. As resourceful as we are, our passion for quality and effective teaching is always a dream because we just utilized what can be possible and available” instructor 008-F8, added. In the

US, students believed that lacking of textbooks may affect their performance in class, thus, study found that 65% of students decided against buying a textbook for a class they were enrolled (Paradis, 2014). In our University the dearth of textbooks, is both a problem of the students and the instructors. The students cannot afford the high prices of the books, and sometimes even if the student can afford to buy it, it is not available within the province but in the big cities only or totally not available in bookstores, that is why even instructors do not have one for her/ him.

2.3 Colleagues/ Superior

2.3.1. Individual differences and background of colleagues

Under this theme, revealed the following problems with the superior and colleagues: Unsupportive colleagues and antagonistic attitude, unprofessional dealings, passive and insensitive colleagues which often times ended with conflict and misunderstanding.

2.3.2. Autocratic and traditional leadership style of superiors

Even in the recent years, autocratic and traditional leadership style among superiors still exists. Though, they said they are the transformative leader but the practice was still the same as the old school did. This type of leadership still exist in our University, the superior decided by their own volition, forgetting about the consultative style in order to come up with a consensus. Faculty meetings are seldom called, wherein, we have lost the chance to air our sides, we lack the proper forum where we can get involve into a dialogue with our leaders, which we believed this is the only way we can come –up with a win-win solution to our problems. We lack this venue, to air out our sentiments and haggled with the right person to answer our query.

IV. CONCLUSION AND RECOMMENDATION

This paper has pointed the following themes and implications of the lived experiences of the instructors in the College of Business and management. It highlights the following themes: varying level of preparedness, the simulation and demonstration, lecture and discussion and reporting method are commonly used as classroom strategies. The challenges and burden encountered by the instructors: teaching profession is full of challenges, in work, kind of students, individual difference and background of the colleagues and autocratic and traditional leadership style of superiors. The results entail future endeavors for seminars on

teaching strategies, and seminars on coping with stress in the workplace, as such, develop healthy life style and ensure efficient and effective instructors in the College of Business and Management and Surigao del Sur State University as a whole.

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